

HOMEWORK ROUTINE TO MOTIVATE STUDENTS IN ENGLISH LEARNING: A CASE STUDY AT SMAN 1 TAMAN SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By:

Neola Samah
NIM D75215061

**ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**

2019

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Neola Samah

NIM : D75215061

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Judul Skripsi : *"Homework Routine to Motivate Students In English Learning: A Case Study at SMAN 1 Taman Sidoarjo"*

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil dari karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran dari orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri. Segala materi yang saya ambil dari karya orang lain hanya digunakan untuk acuan dengan mengikuti tata cara dan etika sesuai penulisan karya ilmiah yang diterapkan oleh pihak jurusan.

Surabaya, 25 Desember 2019

Yang membuat pernyataan



Neola Samah
D75215061

ADVISOR APPROVAL SHEET

This thesis by Neola Samah entitled *"Homework Routine to Motivate Students In English Learning: A Case Study at SMAN 1 Taman Sidoarjo"* has been approved by thesis advisors for further approval by the board examiners.

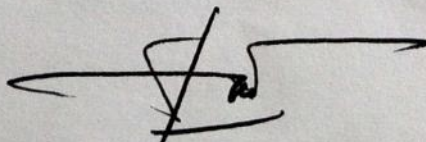
Surabaya, December 9th 2019

Advisor I,



Dr. Irma Soraya, M.Pd
NIP. 196709301993032004

Advisor II,



Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

EXAMINER APPROVAL SHEET

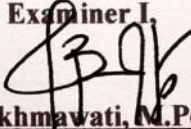
This thesis by Neola Samah entitled *"Homework Routine to Motivate Students In English Learning: A Case Study at SMAN 1 Taman Sidoarjo"* has been examined on December 18, 2019 and approved by the board examiners.



Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd
NIP. 196301231993031002

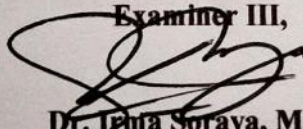
Examiner I,


Rakhmawati, M.Pd
NIP. 197803172009122002

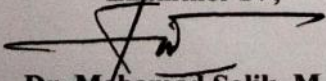
Examiner II,


Siti Asmiani, M.TESOL
NIP. 197704142006042003

Examiner III,


Dr. Irma Soraya, M.Pd
NIP. 196709301993032004

Examiner IV,


Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpustakaan@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Neola Samah
NIM : D75215061
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : neola92@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)
yang berjudul :

Homework Routine to Motivate Students' in English Learning : A Case Study at SMAN 1 Taman

Sidoarjo

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 19 Desember 2019

Penulis

(Neola Samah)

nama terang dan tanda tangan

ABSTRACT

Samah, Neola (2019). *Homework Routine to Motivate Students in English Learning: A Case Study at SMAN 1 Taman Sidoarjo*. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Dr. Irma Soraya, M.Pd & Dr. Mohamad Salik, M.Ag.

Keywords: English Learning, Motivate Students, Homework Routine

Homework is considered as an important part of teaching and learning. It can be understood as additional works assigned to be done beyond school activities and aims at reinforcing classroom learning. Homework can help students to improve their factual knowledge, comprehend their lessons, train their problem-solving skill and build self-discipline. This is a case study which focuses on students' motivation in doing English homework. This study aims to describe of homework assigned by English teacher and kinds of homework that can motivate students in English learning at SMAN 1 Taman Sidoarjo. Data were collected in this study through observation checklists, interviews, and questionnaires to find out the kinds of students' motivation in doing English homework. The results of findings showed that the result of observation and interview about assigning homework show that there are three types of homework practice, preparatory, and extension. Based on the data finding, the researcher found that teacher assign practice types of homework. There 80% students who strongly agree and 20% students who agree with practice type of homework. It means that students motivate with practice type of homework because in this type students can cover all of the material that has been delivered in the class.

ABSTRAK

Samah, Neola (2019). *Homework Routine to Motivate Students in English Learning: A Case Study at SMAN 1 Taman Sidoarjo*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Irma Soraya, M.Pd & Dr. Mohamad Salik, M.Ag.

Kata kunci: Pembelajaran Bahasa Inggris, Motivasi Siswa, Rutinitas Pekerjaan Rumah

Pekerjaan rumah dianggap sebagai bagian penting dari proses belajar mengajar. Ini dapat dipahami sebagai pekerjaan tambahan yang ditugaskan untuk dilakukan di luar kegiatan sekolah dan bertujuan untuk memperkuat pembelajaran di kelas. Pekerjaan rumah dapat membantu siswa untuk meningkatkan pengetahuan faktual mereka, memahami pelajaran mereka, melatih keterampilan memecahkan masalah mereka dan membangun disiplin diri. Ini adalah studi kasus yang berfokus pada motivasi siswa dalam melakukan pekerjaan rumah bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan pekerjaan rumah yang ditugaskan oleh guru Bahasa Inggris dan jenis pekerjaan rumah yang dapat memotivasi siswa dalam belajar bahasa Inggris di SMAN 1 Taman Sidoarjo. Data dikumpulkan dalam penelitian ini melalui daftar observasi, wawancara, dan kuesioner untuk mengetahui jenis motivasi siswa dalam melakukan pekerjaan rumah bahasa Inggris. Hasil temuan menunjukkan bahwa hasil pengamatan dan wawancara tentang penetapan pekerjaan rumah menunjukkan bahwa ada tiga jenis praktik pekerjaan rumah, persiapan, dan penyuluhan. Berdasarkan temuan data, peneliti menemukan bahwa guru memberikan jenis pekerjaan rumah. Ada 80% siswa yang kuat setuju dan 20% siswa yang setuju dengan jenis pekerjaan rumah praktik. Ini berarti bahwa siswa memotivasi dengan praktik jenis pekerjaan rumah karena dalam jenis ini siswa dapat mengkonversi semua materi yang telah disampaikan di kelas.

TABLE OF CONTENTS

PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
MOTTO	v
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT.....	ix
LIST OF APPENDICES	xiii
LIST OF FIGURE.....	xiv
LIST OF TABLE	xv
LIST OF CHART	xvi
LIST OF ABBREVIATION	xvii
CHAPTER I.....	1
INTRODUCTION	1
A. Background of Study	1
B. Research Question	5
C. Objective of Study	5
D. Significance of Research	5
E. Scope and Limitation	6
F. Definition of Key Terms	6
CHAPTER II.....	8
REVIEW OF RELATED LITERATURE	8
A. Theoretical Framework	8
B. Review of Previous Studies	20
CHAPTER III	24

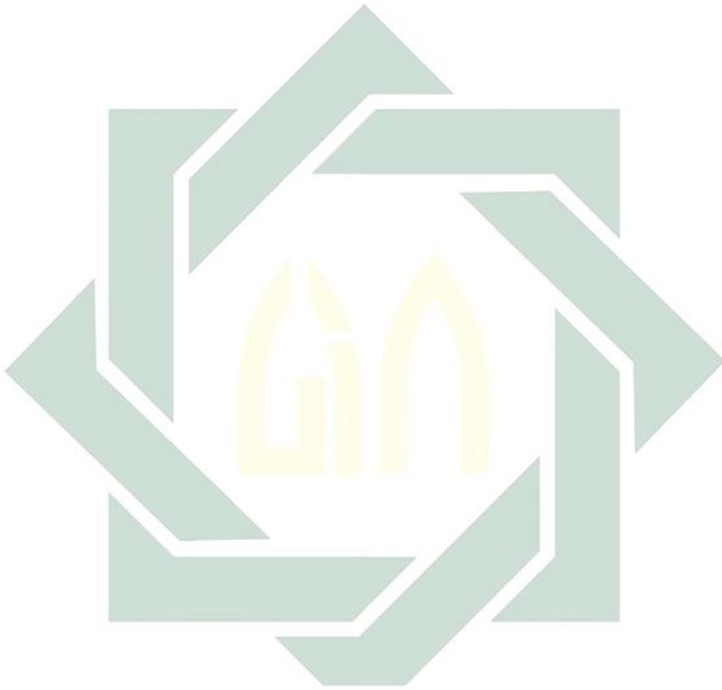
RESEARCH METHOD	24
A. Research Design and Approach	24
B. Researcher Presence	24
C. Research Location and Subject	25
D. Data and Source of Data	25
E. Research Instrument	26
F. Data Collection Technique	26
G. Data Analysis Technique	28
CHAPTER IV	30
RESEARCH FINDING AND DISCUSSION	30
A. Research Finding	30
1. Types of Homework Motivate Students.....	30
2. Kinds of Homework.....	36
B. Discussion.....	49
1. Teacher Assigned the Homework Routine.....	49
2. Kinds of Homework Motivate Students to Learn English	51
CHAPTER V	54
CONCLUSION AND SUGGESTION	54
A. RESEARCH CONCLUSION.....	54
B. SUGGESTION	55
REFERENCES	57
APPENDICES	

LIST OF APPENDICES

Appendix 1	: Results of Checklist for Observing Teacher
Appendix 2	: Teachers' Interview Guidelines
Appendix 3	: Results of Teachers' Interview on Create Homework
Appendix 4	: Students' Interview on Students' Motivation
Appendix 5	: Results of Students' Interview
Appendix 6	: Results of Students' Homework
Appendix 7	: Parents' Interview on Students' Motivation
Appendix 8	: Result of Parents' Interview
Appendix 9	: Students' Questionnaire
Appendix 10	: SuratIzinPenelitian
Appendix 11	: SuratTelahMelakukanPenelitian
Appendix 12	: SuratValidasi
Appendix 13	: KartuBimbingan

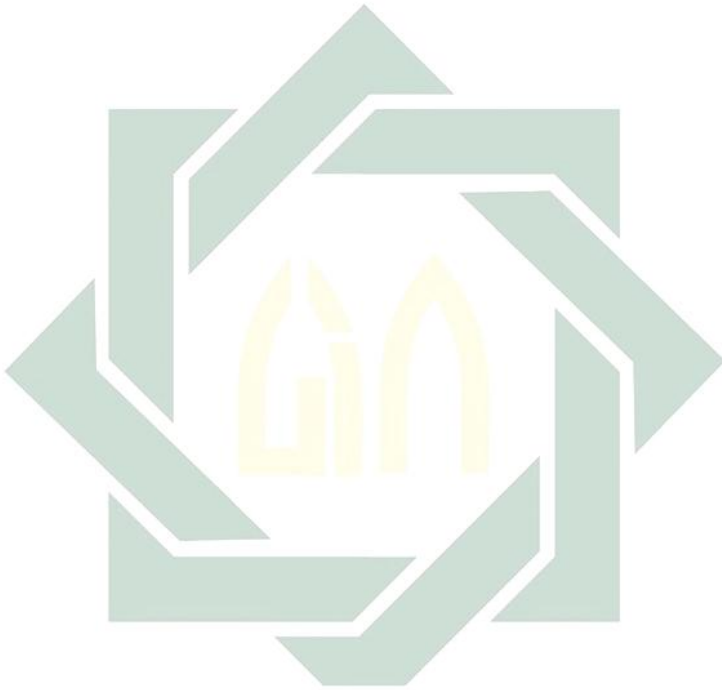
LIST OF FIGURE

Figure 4. 1 Students Practice The Dialog In Front of Class	31
Figure 4. 2Result of Congratulation Card	36



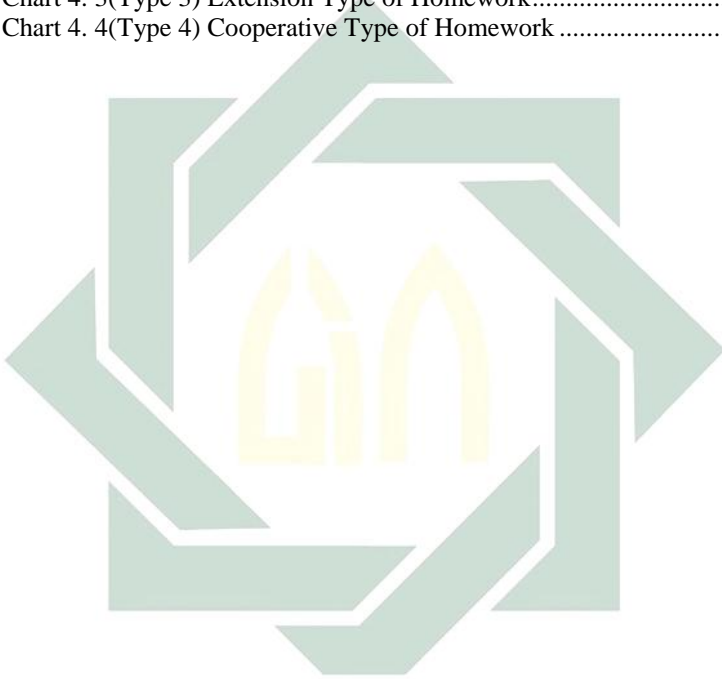
LIST OF TABLE

Table 4. 1 Types of Homework.....	33
Table 4. 2Types of Students' Motivation.....	41
Table 4. 3Categorization of Types of Students' Motivation.....	42
Table 4. 4Homework Motivate Students to Learn English	46



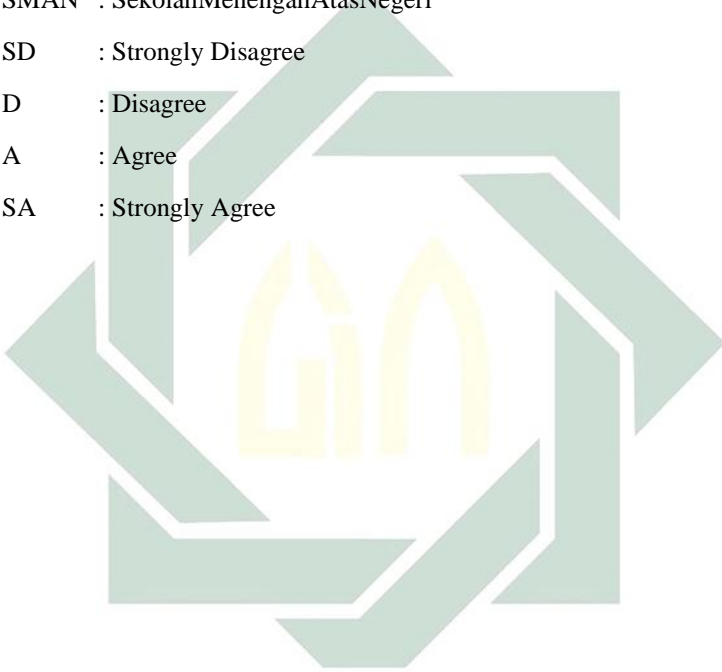
LIST OF CHART

Chart 2. 1 Maslow's Hierachy of Human Needs	15
Chart 4. 1(Type 1) Practice Type of Homework.....	37
Chart 4. 2(Type 2) Preparatory Type of Homework	38
Chart 4. 3(Type 3) Extension Type of Homework.....	40
Chart 4. 4(Type 4) Cooperative Type of Homework	40



LIST OF ABBREVIATION

EFL	: English as a Foreign Language
KKM	: Kriteria Kelulusan Minimum
SMAN	: Sekolah Menengah Atas Negeri
SD	: Strongly Disagree
D	: Disagree
A	: Agree
SA	: Strongly Agree



CHAPTER I INTRODUCTION

This chapter discussed the background of this study. Then, it is continued with the research questions and the objectives in doing this research. In addition, this chapter has some points they are: the significance of the study, scope, and limitation of study and definition of key terms. The functions are to define the benefits, the extent of the research and to present the terms in this research.

A. Background of Study

Homework is considered as an important part of teaching and learning¹. It can be understood as additional works assigned to be done beyond school activities and aims at reinforcing classroom learning. Its significance on students' achievement, however, has been a heated debate among educators. In one hand, some educators claim that over workload will reduce students' socialization and recreation time outside school. For a while, this condition can lead them to be stressful². Therefore, Hong and Lee suggest to free students from any homework at all³. Other educators, on the other hand, argue that doing homework routine gives significant advantages to students. Cooper states that homework can help students to improve their factual knowledge, comprehend their lessons, train their problem-solving skill and build self-discipline⁴. It shows that doing homework can revolute the learning process as being personal. In line with Cooper, Goldberg believes that homework can be a means to narrowing achievement discrepancy between lower and higher students. Given more amount of time to complete the assignment, students can catch up with what they have

¹ Gill, B. P., & Schlossman, S. L. (2004). Villain or savior? *The American discourse on homework, 1850-2003*. *Theory into Practice*, 43, 147-181

² Baumgartner, D., Bryan, T., Donahue, M., & Nelson, C. (1993). *Thanks for asking: parent comments about homework, tests, and grades*. *Exceptionality*, 4(3), 177-185.

³ Hong, E., & Lee, K. (2000). *Preferred homework style and homework environment in high versus low achieving Chinese students*. *Educational Psychology*, 20(2), 125-137.

⁴ Cooper, H. (1989). *Homework*. White Plains, NY: Longman.

left behind. Therefore, it is suggested that the teacher incorporate homework as an integral part of their teaching.

Doing homework can be beneficial to students if used properly. Homework provides a direct connection between school and home. It also gives the opportunity for parents in activities and school assignments⁵. Cooper et al state, the main benefit is increasing students' understanding of the material discussed⁶. It can be a source of students' understanding of gaining knowledge in the teaching-learning process. Nancy Paulu states that developing homework routines will bring teacher and parents close together parents who supervise homework and assist their students with assignments to learn more about their students' education and about the school⁷. It can involve parents and students' environment in the school, so parents can strengthen student achievement. The role of parents is very helpful for students in the student learning environment at home. Therefore, it is suggested that teachers can create new situations that parents and students can work together to strengthen learning.

Despite the importance of homework in pedagogical purposes some teachers may assign homework merely to fulfill the administration. For this type of teachers, they take it for granted and do not carefully take account into its planning and application⁸. The efficacy of homework, however, is depended on careful and deliberate planning and organization which includes consideration of students' ability, the quality and the quantity of homework and

⁵Patton, J. R., Jayanthi, M., & Polloway (2001). *Home-school collaboration about homework: What do we know and what should we do?* Reading and Writing Quarterly, 17, 227-242

⁶Cooper, H., Robinson, J.C., & Patall, E.A. (2006). *Does Homework Improve Academic Achievement? A Synthesis of Research, 1987-2003*. Review of Educational Research, 76(1), 1-62.

⁷Nancy Paulu. *Helping Students With Homework A Guide for Teachers*. Office of Educational Research and Improvement. U.S Department and Education.

⁸Hallam, S. (2004). *Current findings - homework: The evidence*. British Educational Research Association Research Intelligence, 89, 27-29.

many others⁹, otherwise, homework will be a boomerang to students' motivation as it can be discouraging. As teachers, students show different attitude towards doing homework. Students feel bored and stressful because the homework is too much and difficult. For this kind of behavior, homework will unlikely to work on them. In short, to what extent homework can influence students' achievement is relied on both students' and teachers' attitude and behavior.

Students have a problem and challenge in doing their school assignments. Students feel that school assignments are difficult but, other students get meaningful and interested in doing their school assignments. George Kapalka defines most of the students have a problem staying on task, they take several hours to complete their homework assignments¹⁰. Every student has different criteria for doing homework and they need some time to complete it. Although, it has been reported by a study that school assignment is done after activities at school which makes students feel tired and bored so there are challenges for many students to do the homework¹¹. In a working school assignment, a lot of challenge for students, for example, the task is too much, not interesting, students do not understand, or limited learning resources. Knowing the students' difficulties, how to arrange effectively school assignment environment. It is all about how students manage their time to do school assignment deadlines, avoiding procrastination of homework. This is a problem for students to do homework from the teacher. In line with this study, Corno state challenge for students is low motivation and emotional in doing school assignments¹². Students who have low motivation will find it difficult to do

⁹Epstein, M. H., (1993). *Homework: a comparison of teachers' and parents' perceptions of the problems experienced by students identified as having behavioral disorders, learning disabilities, or no disabilities*. Remedial and Special Education, 14(5), 40-50.

¹⁰George Kapalka, "8 Steps to Classroom Management Success A Guide for Teachers of Challenging Students". The University of Akron, London, 2004 page 141.

¹¹Hong, E., & Milgram, R. M. (1999). Preferred and actual homework style: A cross-cultural examination. Educational Research, 41, 251-265

¹²Corno, L. (2001). Self-regulated learning: A volitional analysis. In B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice* (Vol. 2, pp.111-142). Mahwah, NJ: Lawrence Erlbaum.

homework given by the teacher. Md. Yunus and Wan Ali state that motivation is encouragement for students to achieve goals in the learning process¹³. Students who have motivation for doing school assignments, they will achieve the goals in each learning process. In conclusion, teachers can encourage students' motivation in giving school assignments to students.

During her pre-service teaching at SMAN 1 Taman Sidoarjo, the researcher found there is one particular teacher who frequently assigns a home assignment to the students of an EFL class. She shows a positive perception of homework as the reason of her assigning homework is for developing achievement level. According to her, through homework, her students can deepen their learning in a less pressured environment. To researcher surprise, the students' attitude towards it is also appealing. Instead of moaning 'not again' or 'I get enough of it' as a common middle school student' response to homework, they show an enthusiastic response to do the homework. This phenomenon intrigues the researcher to conduct research on how teachers' design the homework and how it can motivate students to learn.

There have been many studies which previously conducted particularly on this topic. Turanli, Nair, Ruben (et al) in research which focus on identifying students and parents' perceptions of some problems related to homework¹⁴. It was found that students and parents had different perceptions of homework. Subadrah Madhawa Nair in her research which purpose to analyze homework strategies that can affect students' academics and how much time students spend doing homework¹⁵. It was found that the results of doing homework had a positive effect at the school, but had a negative impact on personal. Ruben Fernando Alonso in his research which focus on exploring students about homework and

¹³Md. Yunus, A. S., & Wan Ali, W. Z., (2009). *Motivation in the Learning of Mathematics. European Journal of Social Sciences*, 7(4), 93-101.

¹⁴ Adam Sultan Turanli, "Students' and Parents' Perception about Homework". Erciyes University. (2009)

¹⁵Subadrah Madhawa Nair, "Exploring Malaysian Students' Perception of Homework, Time Spent on Homework and How They Do Their Homework". University Utara Malaysia. (2015)

how they do homework¹⁶. It was found that some students had a positive perception of homework, there were several students doing homework with the help of parents, friends, or their families. The similarities in those researches were about students 'and parents' perceptions of homework, but they focused on several problems in doing homework and how much time to do it. Meanwhile, my research is about homework can motivate students in learning English.

B. Research Question

The question of this research is mainly to know about homework routine to motivate students. This homework commonly uses in the tenth grade of SMAN 1 Taman Sidoarjo in English learning. The detail questions are the following.

1. What types of homework does the teacher assign to learn English at SMAN 1 Taman Sidoarjo?
2. What kind of homework has teacher assigned to motivate students to learn English at SMAN 1 Taman Sidoarjo?

C. Objective of Study

Related to the research questions stated above, the objective of their study are:

1. to find out the type and process of homework that the teacher delivered in the class to learn English learning at SMAN 1 Taman Sidoarjo
2. to describe the kinds of homework to motivate students to learn English learning at SMAN 1 Taman Sidoarjo

D. Significance of Research

¹⁶Ruben Fernandez Alonso, Marcos Alvarez Diaz, Javier Suarez Alvarez, and Jose Muniz. "Students Achievement and Homework Assignment Strategies". University of Almeria, Spain. (2017)

The researcher expects that the result of this research can be shared as a contribution to education for these following people.

- a. For teachers: Teacher can develop homework routine in another types of homework. It can be preparatory, extension, and cooperative.
- b. For students: The researcher want that students more understand the material what is being delivered by the teacher to do homework routines
- c. For researcher: This research is to know student's motivation towards homework. It is only focused on internal motivation. It is hoped that this research can be a source of information to help the other researchers gain the source of data. And another researcher can conduct research about external motivation.

E. Scope and Limitation

This research focuses on homework routine to motivate students at the 10 grade of SMAN 1 Taman Sidoarjo to investigate the type of homework assigned by English teacher and kinds of homework motivate students. Besides that, this research also focuses on types of homework when the English teacher assigns the homework.

It is limited to investigate the characteristic of motivate students that they faced during doing homework from the English teacher. There are some types of homework used by the English teacher such us practice, preparatory, extension, and cooperative. This research only focuses on the teacher assign homework to motivate students.

F. Definition of Key Terms

There are some key terms which are often found in this study. To avoid misunderstanding, the researcher wants to clarify the meaning briefly. As presented below:

1. Homework

Homework as tasks assigned to learners by their teachers, which are to be done outside of school time and without teacher direction¹⁷. Homework here is routines that delivered by the teacher to students every week. There are some types of homework assignments that can develop in any situation such as practice (to reinforce skills), preparatory (to get ready for activities), extension and cooperative. In this research, homework refers to students' assignments that should be completed by students at home or class such as a library without teacher direction. The researcher did observe the teacher who creates homework to students with the types of homework.

2. Motivation

Motivation is a process that make students achieves their goal¹⁸. Motivation has four types such as behavior reinforcement, needs, goals, and intrinsic motivation. In this research, motivation is a process that makes students achieves their goal. To know the students' motivation, the researcher will ask the students what is the types of homework that they most preferred to do homework.

¹⁷Gardener, R. & Lambert, W. W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House.

¹⁸Gardener, R. & Lambert, W. (1972). *Attitude and motivation in Second Language Learning*. Rowley, Mass: Newbury House.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter defines some theories that used to support this research. There are two points discussed in this chapter. The literature review includes the theories related to the study and previous researches regarding homework routine to motivate students ' in English learning.

A. Theoretical Framework

1. Definition of Homework

Homework is assignments for students to finishing at their home and it can be completed in individually pairs, or groups. Cooper defines that homework is assignments to students from a teacher in the school that should be completed outside of the school activities¹⁹. Students can complete their homework at their home or another place such as a library. Homework will help the students to develop their good study habits, such as their achievement or goal-setting, master the materials as well as strategies for dealing with their difficulties, some mistakes and distractions²⁰. School assignments or homework is a good activity for students because they will spend their time to finishing homework at their home and it will become better for students. Students who get homework from the teacher, they can understand the purpose of some materials that the teacher give delivered in the class.

2. Benefits of Homework

¹⁹Cooper, H. (1989). *Homework*. White Plains, NY: Longman.

²⁰Center for Public Education. (2007Bb). *Research Review: what research says about the value of homework*.

According to Cooper, homework can improve students' achievements in academic and non-academic success²¹. Students can master some material in detail that the teacher has delivered in the class. Gajria and Salend argue that homework can develop and maintain students learning material when given by the teacher in the class²². Students can practice the material by finishing their homework. Through homework, students can also help to deepen the previous material. So, they can continue the next material that will be given to the teacher in the class.

Bempechat believes that school assignments make students to provide good time and experience for students in developing student achievement and academic value²³. Study habits can increase the efforts of students' ability to overcome mistakes and difficulties for learning. She also found, many studies have shown that student academic achievement comes from completing homework and the amount of time to do homework can improve student achievement. Estyn as the author of "Homework In Primary and Secondary Schools"²⁴, found that the benefit of homework is meant to with homework, students can include learning material in class and at home. Students are provided time to do English homework at home without requiring the presence and instruction of the teacher directly. It can be give the time to researching the material again, rearrange the material and can learn to do homework with others or groups. It allows students to review lessons and knowledge in class to develop them at home.

3. Need and Importance of Homework

Students spend time outside of school only to do homework from teachers, on average they have good academic

²¹Cooper, H., & Valentine, J. (2001). *Using research to answer practical questions about homework*. Educational Psychologist, 36 (3), 143-153.

²²Gajria, M., Salend, S.J (1995). *Homework practices of students with and without learning disabilities*. A Comparison journal of Learning Disabilities, 28(5), 291-296.

²³Bempechat, J. (2004). *The motivational benefits of homework: A social cognitive perspective*. Theory into Practice, 43, 189-196.

²⁴*Homework in Primary and Secondary Schools*. Estyn (2004) 1-26. 07 Nov 2007 www.estyn.gov.uk

performance from homework which increases high scores²⁵. School assignment is not only seen as a punishment task, but homework is a positive experience for students who encourage learning. According to the book of “Homework Education A Powerful Tool of Learning” explain that teacher give work assignments to students provide a many reasons: students can practice, review, and apply the material that has been they learned in the class, help students to prepare for the future lesson or to get ready to continue the next day class²⁶.

Homework makes the activity a valuable experience for students and there are seven values of homework for the following reasons are²⁷:

- a. Responsibility. Homework as responsibility for students, so they are required to do homework from the teacher. Parents have a responsibility for the process of students' ability to do homework.
- b. Independence. Teacher gives homework to students useful to break new ground for students to learn more detailed knowledge. Homework makes a golden opportunity for students to improve their learning progress.
- c. Perseverance. Homework will not benefit if students feel frustrated with the homework given to the teacher. The role of parents will be better in helping encourage students to do homework. It is all right to let the students struggle with homework for a better.
- d. Time management. Students need to be told when they have to complete their school assignments. With this, students will know the right time to do their assignments so that they are able to distinguish the time to play and learn.
- e. Initiative. The ability to start with a lot of practice in learning will be better for students. That is why it is very

²⁵Nancy Paulu. “*Helping Students with Homework A Guide for Teachers*”. Office of Educational Research and Improvement. U.S Department and Education.

²⁶Arbind Kumar Jha, “*Homework Education A Powerful Tool of Learning*” Published by Atlantic, New Delhi. (2006)

²⁷Ibid.

important for students to know when the right time to do homework.

- f. Self-reliance. School assignments can develop a students' feeling of competency.
- g. Resourcefulness. The ability to be more creative in doing school assignments. It can provide a good atmosphere for students to improve and practice their intelligence through homework given by the teacher.

4. Types of Homework

There are some types of homework assignments that can develop effective homework various in any situation. Four types of homework such as practice (to reinforce skills), preparatory (to get ready for activities), extension and cooperative.²⁸

a. Practice type of homework

In this type, the teacher provides material reinforcement to students in the teaching and learning process. In this case, the teacher can help students to master the material described in the class. In other words, the teacher provides material reinforcement. For example, when in the class, the teacher gives a description of writing a procedure text. So, the teacher must provide homework with the same methods and materials when in the class. When students are at home, they have to solve the problem with the text concept of the procedure that they complete on their own. In this case, students can review, revise, or give strengthen methods and skills such as.

Consolidation exercises, for example, material about procedural texts. In this case, students can memorize and work on questions from the teacher about definitions or formulas about the procedure text. Revise information about the topic or material while in class. Practice for

²⁸Arbind Kumar Jha, "Homework Education A Powerful Tool of Learning" Published by Atlantic, New Delhi (page 35)

mastery, for example, students can read or write essays about homework material given by the teacher when in class.

However, these types must be applied and complemented by remembering that the teacher must provide opportunities for students to practice working on the questions perfectly. In this case, students will be easier to remember the material explained by the teacher when in class.

b. Preparatory type of homework

In this type, the teacher provides an introduction to the new material that will be discussed in the future lesson. The purpose of this type is for students to learn new material well before the teacher gives and clarifies the new material to students. So, before the teacher explains and provides new material in class, students already understand the new material first. For example, the teacher asks students to read books, search for new material on the internet, or collect items. The preparatory type of homework provides an opportunity for students to introduce information about new material to one unit of study. So, the students can get information and prepare materials better for learning and in the next meeting.

c. Extension type of homework

This type of extension is a long-term assignment. Students must apply previous learning to complete this task, for example, the teacher gives homework to students to make a wall magazine or postcard by searching for material through the internet. This type of homework is intended to expand the skills learned previously including a collection of knowledge and the process of students' thinking. Also, the purpose of the homework is to encourage students to improve their knowledge individually and imaginatively. In this type of school

assignment, the teacher asks students to apply the skills that they have in a variety of different skills in one task.

d. Cooperative type of homework

Cooperative homework is the teacher giving the task to students to work together. Homework assignments of this type will provide opportunities for students to learn and develop the many social skills needed to cooperate. This type of homework, the teacher does not require students to do their own homework. Instead, the teacher must assign homework in a cooperative where the solution requires two students or in groups. However, the teacher must also ask students to work together that each student must have the skills to socialize. Give cooperative tasks need to work together not individuals.

5. Homework in EFL (English as a Foreign Language)

EFL learners will receive the teacher's homework to strengthen and help them improve their Language learning.²⁹ There are two different groups of homeworkers: parents and teachers. There is an important role for students in these policy differences. Homework assignments for the EFL include: first, using new vocabulary elements in lower-level sentences and writing paragraphs or essays at a higher level; second, creating questions for new passages and dialogs learned in the classroom; third, memorizing dialogs and summarizing the parts taught; and fourth, conducting assignments in a workbook. The assignments are evaluated as follows: (1) the students are randomly called to the board one by one or two for oral assignments (dialog memorization and/or oral passage summary). Many students will be called to the board during each session. If a student is not ready, a symbol that is not ready will be shown in the grade sheet. The teachers often write comments, if necessary, that are intended for the students or their parents; and (2) for the assignments in the workbooks, the corresponding homework assignments must be

²⁹Wallinger, L. M. (2000). *The Role of homework in foreign language learning*. Foreign Language Annals, 33(5), 483-496

made by the students at home when each unit is completed. The teachers monitor the students one by one during the session after this one to ensure that all the students are doing their assignments properly and on their own.

6. Motivation

Motivation is a process that makes a person achieves their goal. Gardener states that motivation is very strongly related to achievement in language learning³⁰. Motivation has a very important role for every student. Students who have motivation in learning, they will achieve goals in learning.

a. Maslow's Hierarchy of Human Needs

Maslow is a motivational theory in human psychology³¹. It is consists of five human needs in motivation theory. It can be seen based on the hierarchical levels of the pyramid.

³⁰ Gardener, R. & Lambert, W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House.

³¹ Frame, D. (1996). *Maslow's hierarchy of needs revisited*. *Interchange*, 27, 13–22.

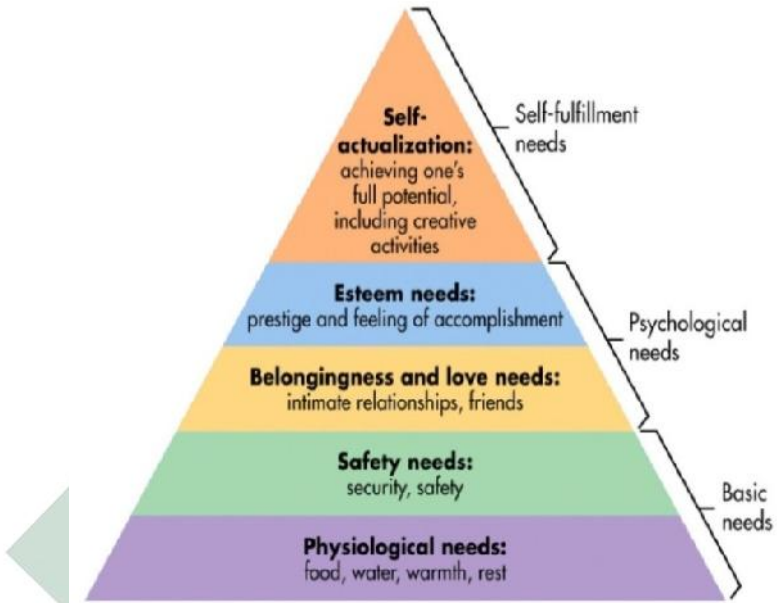


Chart 2. 1 Maslow's *Hierarchy of Human Needs*³²

Students who feel tired and hungry when learning in class, they cannot concentrate on receiving material from the teacher. Similarly, students who are anxious when learning in class, they cannot think creatively even though they are unlikely to think creatively when doing assignments from the teacher³³. However, students do not always act with Maslow's hierarchy theory. Students going to school examinations, they refrain from sleeping in order to study. But, the student also becomes so engrossed in activities outside of school that they forget about

³²Frame, D. (1996). *Maslow's hierarchy of needs revisited*. Interchange, 27, 13–22.

³³ Jere Brophy, "Motivating Students to Learn". Third Edition, Michigan State University. New York and London. (2010).

school assignments³⁴. Even so, the Maslow hierarchy is a reminder of student motivation that is useful for achieving success. They need to address the problem of lower needs with higher needs related to learning in school.

7. Type of Motivation

According to Jere Brophy's book, there are four types of motivational theories: behavior reinforcement, need, goal, and intrinsic motivation³⁵.

Table 2. 1Four Types of Motivational Theories. References: JereBrophy's book

Theories	Views of the Human Condition	Implications for Motivating Students to Learn
Behavior Reinforcement	Reactive to external reinforcement and associated situational cues	Cues and reinforce desired learning behavior (attention to lesson, careful work on assignments, etc)
Needs	Reactive to felt	Make sure that competing

³⁴Neher, A. (1991). *Maslow's theory of motivation: A critique*. Journal of Humanistic Psychology, 31, 89–112

³⁵ Jere Brophy, "*Motivating Students to Learn*". Third Edition, Michigan State University. New York and London. (2010).

	pressures from internal needs	needs are satisfied or at least muted so that students can focus on mastery and achievement related needs design curriculum and instruction to help them meet the latter needs without undue difficulties
Goals	Both reactive and proactive in formulating and coordinating goals so as to satisfy needs and desires	Coordinate classroom climate, curriculum, instruction, and assessment practice so as to encourage students to adopt learning goals.
Intrinsic Motivation	Autonomously determining goals and regulating actions to pursue interests, gain satisfaction.	Emphasize curriculum content and learning activities that connect with students interests provide opportunities for them to make choices in deciding what to do and to exercise autonomy in doing it.

a. Behavior Reinforcement Theories

Motivation is emphasized in cognitive and goal orientation. Humans are responsive to someone's drives or basic needs³⁶. Behavior can encourage and focus on strengthening in maintaining behavioral patterns. A reinforcement is something that can improve or maintain a person's behavior in a certain performance. For example, students are careful in finishing their homework assignments with reinforcement in verbal or written praise from the teacher. Therefore, the students get a good point and praise. In this case, they acknowledge that the results of working on these tasks get reinforced by their teacher with praise, point, or prizes.

³⁶ Murray, 1964, p.119

b. Need Theories

Needs theory is the first alternative motivation that arises in a person's reinforcement behavior pattern. This theory is from Jere Brophy's Book explains a person's behavior as a response to a perceived need. Needs can be felt with various things such as achievement, affiliation, and power. For example, students will work hard in doing their assignments because they are students who want to get achievements.

c. Goals Theories

Behavior reinforcement theories and need theories, both of those theories explain that the motivational action towards extrinsic pressure or from internally felt needs. In general, motivation begins with the encouragement or attraction of others. Student who has motivation will have expected goals. For example, students will work hard in doing assignments because they want to get success in learning. This theory has a variety of objectives including the primitive or concrete goals (grasping an object) through abstract goals (they will try to find activities they like). People who have goals, then they have made a commitment to achieve success.

According to Martin Ford's book, the theory of motivation include of taxonomy goal arranged within six categories³⁷: The first category is affective goals: tranquility, entertainment, happiness, physical well being, and pleasurable bodily sensations. The second category is cognitive goals: maintaining positive self-evaluations, exploration to satisfy one's curiosity, engaging in intellectual creativity and attaining understanding. The third category is subjective organization goals: unity (experiencing a spiritual sense of harmony or oneness with people, nature, or a greater power) and transcendence (experiencing optimal or extraordinary states of functioning that go beyond ordinary experience). The fourth category is self-assertive social relationship goals: experiencing a sense of individuality, self-determination, superiority (in

³⁷Ford, M. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: Sage.

comparison with others), and resource acquisition (obtaining material and social support from others). The fifth category is task goals: mastery, task creativity, management (handling everyday tasks with organization and efficiency), material gain, and safety.

d. Intrinsic Motivation Theories

Motivation as a response to a desire that is felt as the self-determination of goals and self-regulation actions including the theory of intrinsic motivation theories. This theory shows the concepts of agendas' needs as their own desires. They do something because they want it, rather than they need to. There is the motivation that arises from oneself without any encouragement from others.

Self-determination theory specifies that social settings promote intrinsic motivation when they satisfy three innate psychological needs: autonomy (self-determination in deciding what to do and how to do it), competence (developing and exercising skills for manipulating and controlling the environment), and relatedness (affiliation with others through prosocial relationships). Students are likely to experience intrinsic motivation in classrooms that support the satisfaction of these autonomy, competence, and relatedness needs. Where such support is lacking, students will feel controlled rather than self-determined, so their motivation will be primarily extrinsic rather than intrinsic.

8. The Function of Motivation

The function of motivation includes the following are:³⁸ The first function is motivation can encourage and the emergence of actions or behaviors. If there is no motivation there will be no action or behavior as learning. The second function is motivation can serve as a director. In this case, motivation will encourage action to achieve a desire. The third function is motivation as a driver of behavior. It means that, it

³⁸ Drs. H. Martinis Yamin, M.Pd., *Profesionalisasi Guru*, p 161-162.

is like a machine that can move transportation such as car. Motivation will be measured in achieving a job. The fourth function is the theory of motivation will work with the concept of learning. Everyone will need achievements. When someone needs an achievement, they will try hard to motivate themselves because motivation is an important aspect of the teaching and learning process. Without motivation, students cannot do their best.

9. Parents Roles in Students' Motivation

Every parent has a big role in the process of student behavior at home, so parents have a great responsibility for their son's education at school. According to Kuhlemeier and Hemker affirmed that parents' awareness about homework, contributing, and supporting their children in education at school³⁹. The task of parents at home is characterized by always encouraging and motivating their son's when they study, because parents who have lots of time with their son's at home⁴⁰. Therefore, parents have the opportunity to support their son's in learning at home.

Homework has been considered important for parents as the success of their children, because there is parental support for the results in students' efforts to do homework from the teacher. According to Epstein, Polloway, Foley, & Patton stated that students were less successful in completing homework if their parents did not provide support in the importance of learning at home⁴¹.

B. Review of Previous Studies

Relevant research that has been conducted by the researcher before and can be used as support in a new study.

³⁹Kuhlemeier, H., & Hemker, B. (2007). *The impact of computer use at home on students' Internet skills*. Computers & Education, 49(2), 460–480.

⁴⁰Berge, Z., & Clark, T. (2006). *Virtual schools: Planning for success*. Quarterly Review of Distance Education, 7(2), 215–218.

⁴¹Epstein, M. H., Polloway, E. A., Foley, B. R., & Patton, D. D.(1993). *Strategies for improving home-school communication about homeworkfor students with disabilities*. The Journal ofSpecial Education 33_no 3 166-76.

There are some research that has been done before including the following.

The first previous study that related to this research was done by Adem Sultan Turanli. He is from Erciyes University in the title of “Students’ and Parents’ Perception about Homework”⁴². The purpose of this study is to identify students’ and parents’ perception of several problems in homework. The results of this research show that there are different perceptions’ between students and parents. Students consider that homework is very useful in understanding the material.

The second previous study was done by Ruben Fernandez Alonso. The title is “Students’ Achievement and Homework Assignment Strategies”⁴³. The researcher graduated from the University of Oviedo in Spain. This research explains that he wants to analyze how homework assignment strategies and how many time students do it. The result of this research is the relation between student’s achievement and time to complete the homework is to bring positive in school.

The third previous study related to this research was done by SubadrahMadhawa Nair. She is graduated from University Utara Malaysia, in the title of “Exploring Malaysian Students’ Perception of Homework, Time Spent on Homework and How They Do Their Homework”⁴⁴. This research focuses on exploring students about homework and how they do homework. It was found that some students had a positive perception of homework, there were several students doing homework with the help of parents, friends, or their families.

The fourth previous study was done by Laura Loder Buchel. She is from Switzerland in the title of “English Homework: What Makes Sense?”⁴⁵. This study focuses on

⁴² Adam Sultan Turanli, “*Students’ and Parents’ Perception about Homework*”. Erciyes University. (2009)

⁴³ Ruben Fernande Alonso, Marcos Alvarez Diaz, Javier Suarez Alvarez, and Jose Muniz. “*Students Achievement and Homework Assignment Strategies*”. University of Almeria, Spain. (2017)

⁴⁴ Subadrah Madhawa Nair, “*Exploring Malaysian Students’ Perception of Homework, Time Spent on Homework and How They Do Their Homework*”. University Utara Malaysia. (2015)

⁴⁵ Laura Loder Buchel, “*English Homework: What Makes a Sense?*”. Switzerland. (2016)

English as a Foreign Language (EFL) and teachers' trainers that homework is needed for presenting multiple examples of high-quality homework assignments. The results of this research show that there are five characteristics of good homework: the purpose, efficiency, ownership, competence, and aesthetic appeal.

The fifth previous study was done by Amrit Shamra. The title is "What Students Say about Homework-View from a Secondary School Science Classroom in Trinidad and Tobago"⁴⁶. The researcher graduated from the University of The West Indies. This research focuses on to identify students about homework. The results of this study are the researcher use observation and interview to students and teacher to get the data. From those instruments, the students feel that homework is difficult and a challenge to do. But, other students feel that homework is interesting for them in learning.

Kathy K. Archer, "Practice, Practice, Practice Do Homework Management System Work?"⁴⁷. She is graduated from Grand Canyon University. This research analyzes about web-based homework management system to improve students' learning as measured by improved exam score. The researcher used Microsoft excel-based homework to improve students' exam score.

Marshall A. Baker, "The Effects of an Experiential Approach to Learning on Student Motivation"⁴⁸. This research analyzed about student motivation in learning in class instruction. The researcher found the effect of the experiential approach to learning on student motivation. To answer the research questions in this study, the researcher used the ARCS model to find data related to learning styles with student motivation.

⁴⁶ Amrit Shamra, "What Students Say About Homework-View From a Secondary School Science in Trinidad and Tobago" University of The West Indies. (2016).

⁴⁷ Kathy K. Archer, "Practice, Practice, Practice Do Homework Management System Work?". Grand Canyon University. (2018).

⁴⁸ Marshall A. Baker, "The Effects of an Experiential Approach to Learning on Student Motivation". Journal of Agricultural Education, 58(3), 150-167. <https://doi.org/10.5032/jae.2017.03150>

Yin Ling Cheung, “The Effects of Writing Instructors’ Motivational Strategies on Students’ Motivation⁴⁹”. In this study, the authors focus on student motivation in the instructor's motivation writing strategy. The author uses a framework in investigating student motivation. The participants in this study there were 344 undergraduate students taking writing courses at Singapore University. The author takes the data using classroom observations, student surveys, and documents written by instructors. The writer found that there was student motivation in the motivational instructor writing course.

AzadehShafaei, “Motivation to Complete Homework: Insights from ESL/EFL Learners in Malaysia”. In this study, the author focuses on investigate motivation ESL/EFL learner to complete homework by examining a sample of 117 learners from an English center in Penang, Malaysia. The findings of this study, indicated introjected motivation to be the most important motivation of ESL/EFL students’ learners to complete homework followed by intrinsic and extrinsic motivation.

However, these studies have in common with this study. The similarity of this research is the teacher gives English homework to students. There are also different discussions. Based on previous research, the first research focus on students’ and parents’ perception about English homework. The second research focus on students’ achievement in doing English homework. The third research focus on how students’ does their English homework. However, in this case the researcher has a difference in research about what type of homework motivates students to learn English. This research focuses on students' motivation in completing English homework from the teacher.

⁴⁹Yin Ling Cheung, “The Effects of Writing Instructors’ Motivational Strategies on Students’ Motivation”.Nanyang Technological University, Singapore. <http://ro.ecu.edu.au/ajte/vol43/iss3/4>

CHAPTER III

RESEARCH METHOD

This chapter discussed about the research methodology that contains several aspects of research. In this chapter, begin with research design, research presence, research settings, data and sources of data, data collection techniques, research instruments, research stages, and data analysis techniques.

A. Research Design and Approach

This research used qualitative research. Qualitative is used to investigate a problem to get a clear understanding of a certain phenomenon⁵⁰. So, this research used qualitative research to get information about the data and deeper understanding from the participants.

This method is selected because the problem of this study is students did take many times or hours to complete their English homework and they feel bored and ask for help their friends. The researcher sees that this problem needs a deep explanation. Looking from this case, the most appropriate method to describe the problem is a qualitative method that define the problem in a detailed way. Furthermore, to obtain valid data the researcher used five kinds of data collection techniques: teacher's interview, student's interview, parents' interview, students' questionnaire and observation checklist to the teacher.

B. Researcher Presence

In this study, the researcher did conduct interviews with teacher, students, and parents to find out students' motivation in doing homework. The researcher did interview the teacher, students and parent to collect data. It is provided several questions related to conducting interviews with teacher, students and parents using interview guidelines. Previously, the researcher would ask permission from the school, especially the teacher as the first subject who teach English to be interviewed and do an observation when the teacher assigned the homework in the class. Then, the

⁵⁰Creswell, J. 2012. *Educational research* (4th ed). Boston : Pearson Education.

researcher also asked several students and parents as the second subject in this study to be interviewed. The purpose of asking questions in this study is to find out information from several related problems in this study.

C. Research Location and Subject

The study focuses on homework routine to motivate students in English learning at SMAN 1 Taman Sidoarjo. The subject of this research is the 10th grade of SMAN 1 Taman Sidoarjo. English teacher of this class is always implemented homework to students in a week. So, the researcher interest to do this research about homework. The researcher used one of English teacher in 10 grades, because in SMAN 1 Taman Sidoarjo, the English teacher is always given their student's homework routine. The school is located at Sawunggaling street No. 2 Jemundo Taman Sidoarjo. The researcher did interview only five students because it is appropriate to get the data, especially to the 10 grade of SMAN 1 Taman Sidoarjo related to what kinds of homework motivate students. To more strengthen, the researcher also did interview parents to find out the results and motivation of students in doing homework when at home. The teacher from 10-grade class also interviewed to get more information related to the create homework routine to motivate students in English learning.

This research conducted at SMAN 1 Taman Sidoarjo. This school is chosen based on the consideration that SMAN 1 Taman Sidoarjo uses the object that can be observed by the researcher that is assign ahomework routine to motivate students in English learning. Homework routines have been used in this school which is students motivates to do English homework and learn English. There are 11 classes at the 10 grade of SMAN 1 Taman Sidoarjo, but the researcher is only choose one class of the 11 classes at SMAN 1 Taman Sidoarjo because that class is always getting the English homework from the teacher.

D. Data and Source of Data

1. Data

The data used in this study is the result of a questionnaire and interview. The result of the questionnaire is to know the students' motivation in doing English homework. Then, the result of the interview is to know the type of homework has the teacher assigned. This questionnaire and interview are taken from the students directly because they know about their experience when they learn English at school. The researcher also took an observation checklist when the teacher gave English homework to students.

2. Source of Data

The source of data is obtained from the subjects of this research by conducting the interview as data collection. The subjects are students, parents and the English teacher of SMAN 1 Taman Sidoarjo. The students' interview has experience in doing English homework routine from the English teacher.

E. Research Instrument

This study used qualitative research, the researcher used various forms of data such as observation checklists and interviews. In making data, the researcher used observation checklist and interview guidelines based on research instruments. The observation checklist and interviews made in this study are based on homework theory related to research to obtain data. In this case, the researcher made an observation checklist to the teacher when assign homework to students, then gave interviews to students and teachers about homework that was given while at school. The researcher also gave the parents' interview as the result of students' homework to supported the data.

F. Data Collection Technique

Collecting the data of the research need research instrument. The data collection technique and research instrument are followed. The researcher needs four weeks to gain data information. The date and time available based on the schedule of the English class.

1. Observation

Observation data is the researcher took field notes on the behavior and activities of the individuals at the research location. In this study, the researcher did an observation in order to observe the learning process in the class and wants to know what types of homework that the teacher assigned for students in English learning. The researcher did the observation of the English teacher and made an observation checklist based on the type of homework that the teacher assigned in the class. This data is to supported for answer the first research question about what types of homework assigned by the teacher.

2. Interview

Interview data is the researcher did face to face with the participant that can be by telephone or communicate⁵¹. The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard⁵². The interview is a prime source of case study data. Typically, a case study the researcher did interview a wide range of respondents. The interview is particularly useful for getting data from the English teacher's experiences teaching and learning process.

The researcher did interview the English teacher in answering the first research question related to types of homework in English learning. The researcher also did interview the students as the participants in this study to answer the second research question related to students' motivation in doing homework. To support the data, the researcher also interviews the parents to know the result of students' motivation when doing English homework at home.

The researcher used a semi-structured interview because the researcher can be asked questions that can be changed depending on the direction of the interview and

⁵¹Ibid,

⁵²Cohen, Louis. Lawrence Manion and Keith Morrison. (2007). *Research Methods in Education*. Routledge. London and New York. (Pg. 349).

additional questions can be asked⁵³. Drever claimed that it provided a very flexible technique for small scale research⁵⁴. So, with limited interviewees, the researcher got more information.

3. Questionnaire

Gave a questionnaire is the step to got information and data from the situation in the class. The researcher gave a questionnaire to five students. Students are only answered by selecting four points (SD/Strongly Disagree), (D/Disagree), (A/Agree), and (SA/Strongly Agree) which is appropriate with their experiences. The questionnaire is to answer the research question number 2. The purpose of this questionnaire is to know kinds of homework motivate students to learn English.

G. Data Analysis Technique

According to Bodgan and Biklen that the report of qualitative analysis is presented descriptively and the emphasis is on describing the phenomenon in the context and interpreting the data⁵⁵. To analyze the data, the researcher used a descriptive manner are identifying the data on the statement of the problem, classifying information based on each item of observation and interview, verifying and interpreting data and drawing a conclusion⁵⁶. In qualitative research, the data analysis technique has meaning to organized the result of the study than it interpreted thought, opinion, and ideas⁵⁷. As discussed above, the researcher used a qualitative method to analyze the data. After the researcher collected the

⁵³Kajornboon, Annabel Bhamani. (2005). *Using interviews as research instruments*. Language Institute Chulalongkorn University. (pg.5)

⁵⁴(Drever, 1995) cited in Pathak, Anil. (2012). *Use of Semi-Structured Interviews to Investigate Teacher Perceptions of Student Collaboration*. Malaysian Journal of ELT Research. (pg.5)

⁵⁵Robert Bodgan and San Knopp Biklen. *Qualitative Research for Education: An Introduction to Theory and Methods*. (USA Massachusetts: Allin and Bacon, 1992) p.216

⁵⁶Suharsimi Arikunto, "Prosedur Penelitian", (Jakarta: Rineke Cipta, 2006), p.152

⁵⁷.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 121

interview data and observation checklist, the researcher did analyze the data with the analysis used a descriptive design from Cresswell⁵⁸. Particularly, the researcher analyzed the data collection technique in narratively as the following steps.

First, the researcher organized the data observation checklist in the class. The researcher paid attention to the teacher when gave English homework to students by checked the observation checklist that contains the types of homework and the teacher's notes when assigned the homework while in class. The researcher found several types of homework that the teacher assigned to students. Then to provided reinforcement in the observation checklist, the researcher collected data from the teacher interview guidelines which contained the type of homework and the kinds of homework that motivate students when got homework from the teacher. In this case, the researcher summarized the results of the observation checklist and teacher interviews to find the types of homework that have been assigned by the English teacher and kinds of homework that motivate students.

Second, the researcher summarized, transcribed and read all of the data based on the observation checklist and interview guidelines. After the data observation checklist and interview guidelines are well organized, the researcher transcribed the data by summarizing the data in narratively. In this case, the researcher needs to understand and read all of the data such as interview guidelines from a teacher, students, and parents related to homework that can motivate students in learning English.

Third, the researcher began to analyzed the data based on the theoretical findings which are categorized into several facts. The main analysis in this step is the interview of students, teacher, and parents. It was to found the kinds of homework to motivate students. In this case, the researcher knows that homework motivate students and provided many benefits for them.

⁵⁸ Cresswell, John W. (2014). *Research Design 4th edition*. Sage publication Inc. USA. (pg. 247)

Fourth. In this step, the researcher has interpreted the findings. After analyzed the result of the observation checklist and interview guidelines related to several theories. Then, the researcher interpreted the data from research findings and discussion in chapter 4. In the last step, the researcher found the result of finding and gave the solution to students in doing English homework from the teacher.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher answer the research questions in this study that related to the type of homework and student motivation in doing homework. There were three kinds of instruments used to collect data in this chapter: they were observation checklist, questionnaire, and interview to parent, students and teacher. Finding and discussion will find out the results of the data obtained and relates to theory.

A. Research Finding

To gain the data related to students' motivation in doing English homework routines, in this study the researcher observed teacher when giving English homework to students in the class. Then, the researcher used interview to five students, an English teacher, and parents. The findings of this study are divided into two parts based on research questions. The first part will explain the type of English homework that the teacher assigns to students when in class, then the second part did explain the details about what kinds of homework motivate students.

In this section, data from an observation checklist, parents, teachers' and students' interview and also students' questionnaire are presented. From the observation checklist are related to how does teacher create the homework routine to learn English are described. Then, the data teachers' students' interviews and also students' questionnaire are mostly related what kinds of homework motivate students.

1. Types of Homework Motivate Students

In this session, the researcher get the data by observing in English learning. The researcher used observation in the English class when the teacher gave English homework to students. Then, the researcher also used interview to teacher-related to students' motivation and assign English homework. The researcher describes the data based on observation checklist and teachers' interview.

The first data is observation. In the pre activity, the teacher started teaching by introducing new material in KD 2 about congratulation and complementing. Then in the main activity, the teacher explained the definition and example related to the material about congratulation and complementing. In the next activity, the teacher asked students to make dialogue in pairs related to the material. However, the teacher has determined several topics for making a dialogue. So, every paired group has a different topic. After students finish creating a dialogue about congratulation and complementing, the teacher asks students to practice the dialogue in front of the class. Then, the teacher give grade about the results of the dialogue created by students.



Figure 4. 1 *Students practice the dialog in front of class*

In the post-activity and the end of the lesson, the teacher gave homework to students to make congratulation cards individually. In short, the results based on students' homework to make congratulation cards have good grades. The students who have a good grade are from the second observation. Based on the observation, the teacher assigned practice type of homework because the teacher gave homework to students with the same material in a class. In this case, students are able to apply and understand the material that has been explained by the teacher in class through homework given by the teacher.

The second data is teachers' interview, in this session, to gain the data based on the English teacher interview at SMAN 1 Taman Sidoarjo. The teacher has assigned the homework routine for students in English learning. Based on the answered to the questions of researcher, the teacher stated that she often gave homework to her students in every meeting. This statement was stated when the researcher asked about how often the teacher gave homework to students.

"In every meeting, at the end of the lesson, I always give homework to my students" (Teacher on create homework, Excerpt 1, see Appendix 4).

That statement showed that the teacher always gave homework to students. Students have more time to complete their homework. It can be a source of students' understanding of attaining knowledge in the teaching and learning process.

1) Types of Homework

Based on the interview data, the teacher has assigned the homework routine with various types and characteristics. The information was gotten based on the teacher's answer when interviewed by the researcher. The types of homework assigned by English teacher are showed in the table of the following.

Table 4. 1 *Types of Homework*

Types of Homework	Characteristics
Practice	<ol style="list-style-type: none"> 1. Give homework with the same material in class 2. Teacher gives reinforcement to students in the teaching and learning process 3. The teacher helps students to master the material
Preparatory	Give a clue or point the material before giving homework to students
Extension	<ol style="list-style-type: none"> 1. Ask students to apply their skills of knowledge 2. Ask students to make a card.

The table shows that English teachers have 3 types of homework and 6 characteristics faced by English teachers when assigned homework for students. Further explanations about the type of homework assigned by the teacher explained in the following points. In addition, statements from the teacher answered based on the interview by the researcher are quoted as proofs of the findings.

a) Practice type of homework

The teacher asked students to make a dialogue and practice in front of the class. The teacher stated that she mostly asked students to speak in front of the class because it could be developed in students' pronunciation.

Then, the teacher also often gave homework with the same material when explained in the class. The homework is about dialog, the teacher asked students to made a dialog and asked to memorized the dialog. So, the next day students can practice the dialog in front of the class without brought a note or book. The statements below showed the teacher's answer about homework that is often givento students.

"I often give homework to students about speaking. So I ask students to dialogue in front of the class to practice their pronunciation while speaking". (Teacher on assign homework, Excerpt 2, Appendix 4)

"Yes, mostly I often give homework to students with the same material when I teach it in class" (Teacher on assign homework, Excerpt 11, Appendix 4)

That statement showed that the teacher gave reinforcement for students and gave the same material in a class. When the teacher state *"I often give homework to students with the same material"*. It included practice type homework. Students receive the same material when in class related to English homework. It can be a strength for students' understanding of receiving material. In this case, students can review and re-understand the material that has been given by the teacher in class.

b) Preparatory type of homework

The second types of resource are preparatory homework. Based on the data from the interview, the researcher asked the teacher about giving homework to students by introducing new material that will be discussed at the next meeting.

"I give homework to my students with material that I have never taught in class. However, before I give homework, I give the formula or material points first to my students after

that I give them homework which material I will discuss and teach at the next meeting". (Teacher on create homework, Excerpt 12, Appendix 4)

Teacher gave homework by introducing new material that has never been discussed in class. However, before doing English homework, the teacher gave a few points of explanation related to the material. When the teacher stated *"I have never taught in class. I will discuss and teach in the next meeting"*. In this case, the teacher assigns preparatory type of homework. Students got the opportunity to prepare new material so students can do English homework and prepare new material at the next meeting.

c) Extension type of homework

In this type of homework, the teacher asked students to create their creativity or skills in making art. Based on the interview, the researcher asked about the application of art in doing English homework. The teacher explained that she gave homework to students to make a congratulation card and then it will be posted in every student's book (*see Appendix 6*). In this case, students can improve their creativity and imaginatively in making individual congratulation cards.

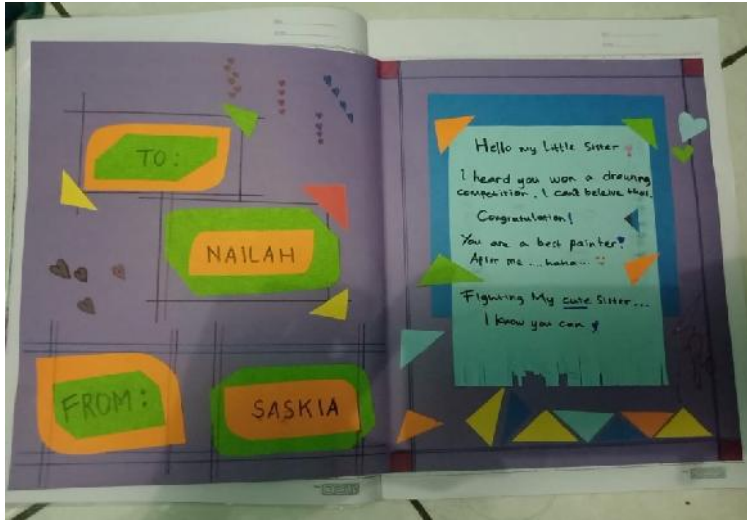


Figure 4. 2Result of Congratulation Card

“I have never had anything to do with art, such as a wall magazine because it would certainly damage the wall. But yesterday, I gave homework to my students to make a congratulation card to post in their English notebooks”. (Teacher on assign homework, Excerpt 13, Appendix 3)

Based on the data finding, the teacher state *“I gave homework to my students to make a congratulation card to post in their English notebooks”*. In conclusion, the teacher has assigned an extension type of homework. This type of homework is related to creativity including a collection of knowledge and the process of students' thinking.

2. Kinds of Homework that Motivate Students to Learn English

In terms of identifying the kinds of homework that motivate students, the researcher needs data about the kinds and characteristics of homework to motivate students. The researcher used interview guidelines and students'

questionnaire to know the characteristics of students' motivation had by students in finishing their homework. Also, the researcher used interview guidelines to English teacher and parents to give strengthen students' motivation. In addition, the researcher only focuses on the kinds of homework to motivate students in X Bahasa of SMAN 1 Taman Sidoarjo. There were five from 36 students interviewed and gave questionnaire by the researcher. To find out the results of the analysis of findings data, the researcher has several kinds and characteristics which are categorized as below.

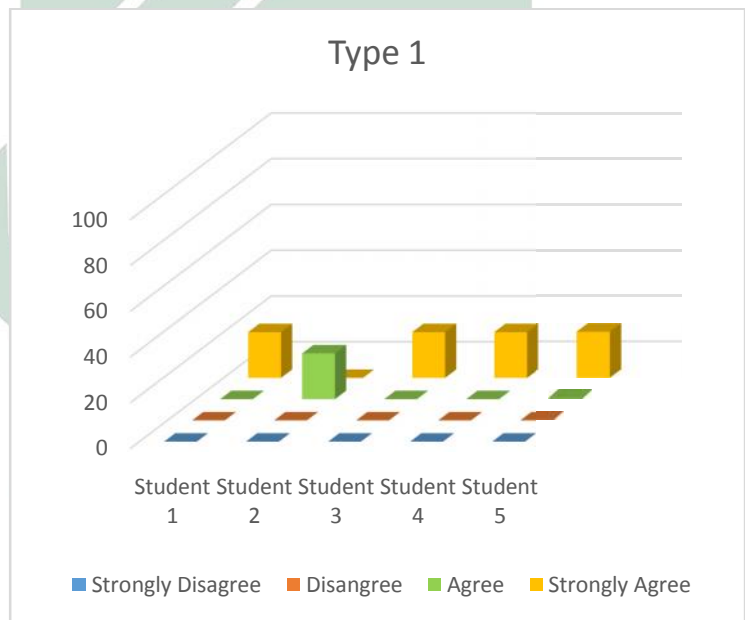
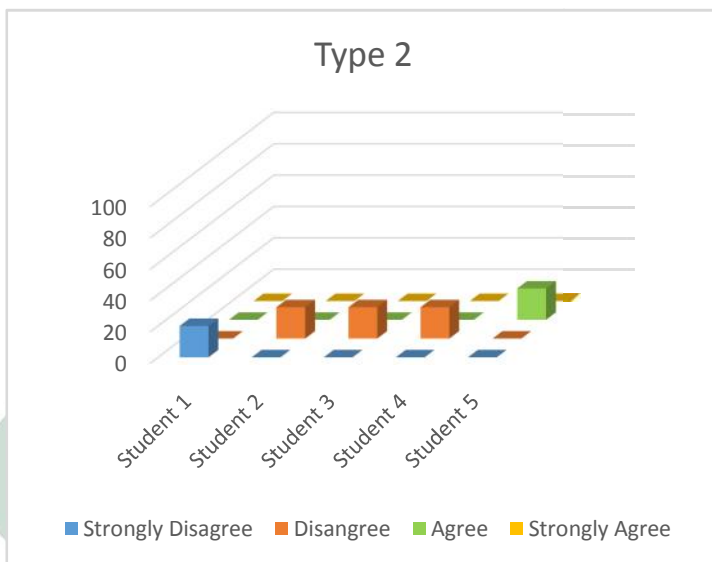


Chart 4. 1(Type 1) Practice Type of Homework

Based on the diagram and table above, it can be concluded that students have a type of homework that can motivate them. In type 1 there is (80%) strongly agree that students are motivated by the type of homework practice, but there is also (20%) motivation of students who only agree with

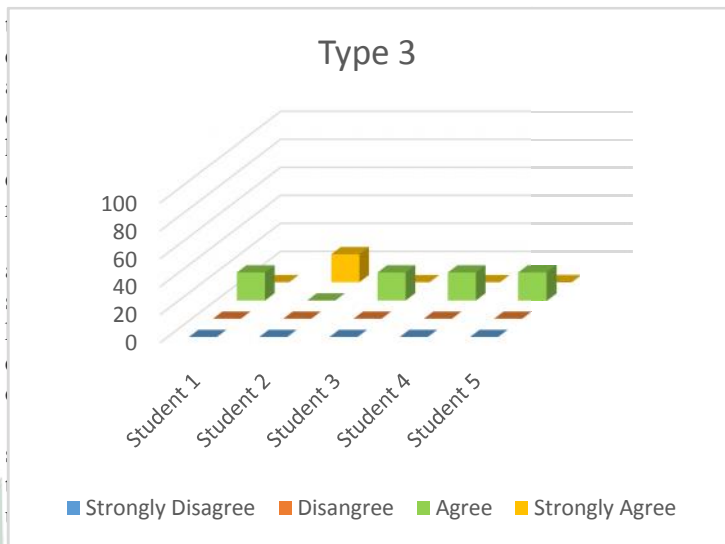
practice type of homework. The practice of homework is the teacher provided reinforcement for students in the teaching and



learning process. Teacher also can help students to master the material that is given in a class. In this case, the kinds of homework students are more motivated because they can memorize all of the material that has been learned at school.

Chart 4. 2(Type 2) Preparatory Type of Homework

The second type, there are (20%) students who strongly disagree and (20%) students who agree with the type of preparatory homework. There are also (60%) students who disagree with the type of homework that the teacher has given. Preparatory is the teacher gave homework by introducing new material that has never been explained during class, so the



ents to understand and prepare the material at home. Then, the material will be explained at the next meeting. In this case, students disagree because they need a more detailed explanation of the material at school before doing English homework from the teacher.

Chart 4. 3(Type 3) *Extension Type of Homework*

In the third type, there are (80%) students who agree to the type of homework extension. There are also (20%) students who strongly agree with this type of homework. In this type, the teacher asked students to create creativity such as wall magazines, cards, or papers and find material on the internet. It means that students should apply their skills in imaginatively.

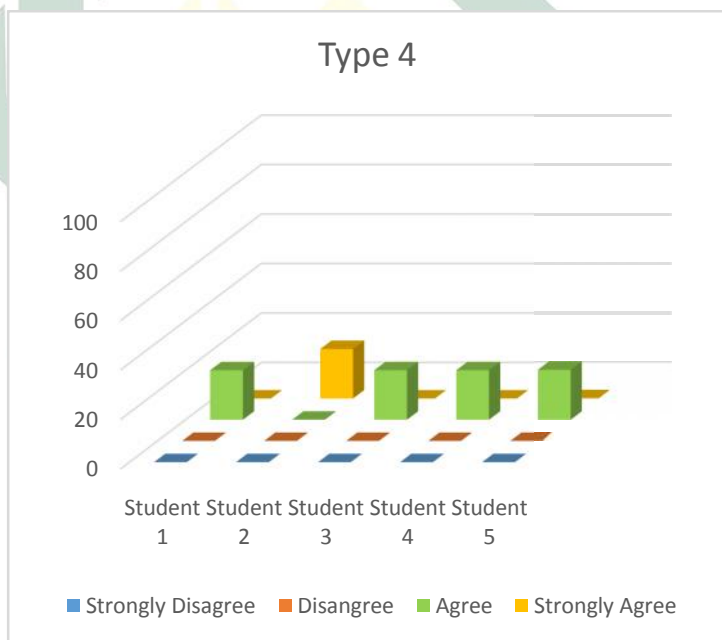


Chart 4. 4(Type 4) *Cooperative Type of Homework*

The fourth type is cooperative homework. In this type, there are (80%) students agree and motivated. There are also (20%) students who are highly motivated in cooperative types of homework. In this type, the teacher asked students to do English homework in pairs/groups. So, in this type students can be discussed together with other friends.

The data highlight that the students of X Bahasa at SMAN 1 Taman Sidoarjo believe that homework can motivate students in English learning. It can be proven by the results of the questionnaire that most students have motivation in doing English homework from the teacher with several types that have been assigned by the teacher when gave homework to students in school.

Table 4. 2*Types of students' motivation in finishing their homework*

Types of Motivation	Characteristics
Behavior reinforcement	Students want to get a good point from teacher
Need theories	Students want to get achievements
Goal theories: cognitive goals	Students attaining understanding material

Table 4.3 shows students' responses regarding the type of motivation they face in doing English homework from the teacher. There are several characteristics of motivation in table

4.3 that students face when doing homework in learning English. Some students have different characteristics in their motivation. In addition, there are 3 types of student motivation. Each type of student motivation in doing English homework has several characteristics obtained from student interview responses that can be analyzed to summarize the motivation experienced by students.

Table 4. 3*Categorization of types of students' motivation*

No	Name	Behavior Reinforcement	Need Theories	Goal Theories
1	Student A (Charisma Devi)			
2	Student B (M. Alfa)		×	
3	Student C (M. Dzamir)			
4	Student D (Aqila)		×	
5	Student E (Shinta)		×	

From the table above it can be explained that there are different characteristic situations when students have

motivation in finished homework from the teacher. Types of student motivation can be shown from students answering through the interview from the researcher. The questions made based on the characteristics of each student's motivation.

Based on interview data, student A said that she often got homework from her teacher every week. She finished the homework because she is a student who has to do assignments from her teacher to get good grades or points. If she felt difficult to do her homework, she often asked her friends about everything that she doesn't understand. She is happy if the homework done is all right because it can make her understand the material that has been taught by the teacher when in class. Besides that, she has spent 1 hour to finish her homework. She said that she preferred that her homework is discussed in class. So, she knows the truth and mistakes in answered the English homework. She explained that the homework was beneficial because she can understand the material more at home. She stated that *"If I don't do homework, I don't get grades from my teacher because I want to get good grades"*. She always believed in herself because she wanted to get the first ranking. This person is a kind of student who has motivation in behavior reinforcement.

The results of the interview from student B showed that students are not far from homework. He got to experience in learning to be a smart student. Then, if he felt difficulties in finished his homework, he also often discussed with his friends in doing English homework from the teacher. He also used internet media to found the material related to the homework. In addition, he likes English more and spent only 30 minutes in doing his homework. He explained that he was doing homework because he wanted to get good grades and more knowledge. He stated, *"I do homework because I want to get more value and knowledge at home"*. According to this characteristic experienced by this student, it is categorized as behavior reinforcement in students' motivation.

Based on interviews student C said that he finished the homework because he wanted to get an achievement. He

explained that he likes English because he wanted to gain more knowledge. On the other hand, he also wanted to get good grades because he has wanted to go abroad. If he does not understand the teacher's explanation, he will be contacted and asked his friend because it makes easier to discuss together. However, he explained that he felt bored if the teacher did not gave homework because he likes the homework given by the teacher. He thought that by doing homework from the teacher he can to understand the material more at home. He stated that *"when I got homework from the teacher, I will be able to understand the material in detail at home"*. He also wanted to be a smart student, so he wanted to be a successful student and make both parents proud of him. This student is the type of student who has motivation in goal theories.

Data interview student D found that this student did homework because she wanted to get good grades from the teacher. She claimed that she often got homework from her English teacher at each meeting. She explained that she did not believe in herself in doing English homework from the teacher. He also claimed that she was not a smart student in learning English. However, she could master in English and evaluation is needed to be better in the future. That is why she finished her homework while opened the internet media because she wanted to get good grades from the teacher. In addition, she often asked questions related to homework to her friends, because they know about English lessons in class. If she does not do homework from the teacher, then she did not got the grades that she hoped. She stated that *"I do my homework because I want to get the good value that I expect. If I don't do my homework then my teacher doesn't give me grades"*. The type of motivation faced by this student is behavior reinforcement.

According to the results of interview data from student E, it was found that doing homework was because they wanted to get grades. She explained that the teacher would be angry if students did not do homework in class. She was afraid that she would not get grades from the teacher. But she always asked all the material related to her homework to her friends. She claimed that her friend was smarter than her and she hoped to

master English. So she asked their friends something about the material that she could not understand. However, she explained that she likes English lessons because she always enjoyed doing her homework. If she got a hard problem, then she opened the internet to found the solution. But, she felt happy if the teacher sometimes forgot to gave homework to students because at that time she did not think of school assignments. She felt that she had enough time to study at school because of a full-day school. She had to got a high score. So, it influenced her motivation to got the first rank in the class. According to her, got the first ranking will be proud of her and both of her parents. She explained that she did homework because she wanted to got additional grades from the teacher. She stated, *“when I do homework, I can understand the material at home because by doing homework I will get grades from my teacher”*. This student is categorized as students who have behavior reinforcement motivation.

To summarize the analyzing of the subject above, there are several types of motivation having by students of X Bahasa at SMAN 1 Taman Sidoarjo. The researcher found that there are 4 from five students who categorized as having motivation in behavior reinforcement theories. While 1 from five students categorized as having goal theories of motivation. It can be stated that the types of motivation most often faced by students of X Bahasa at SMAN 1 Taman Sidoarjo in doing homework from the teacher is motivation in behavior reinforcement theories.

Based on the result data finding of teachers' interview can be stated that there were students' motivation doing homework in English learning. To get data from the second research question about kinds of homework that motivate students. The researcher conducted an interview with an English teacher who had the experience to gave homework routinely at the high school level in Sidoarjo.

Table 4. *4Homework motivate students to learn English*

Results of students' motivation	Characteristics
Students more active and get good grades	Behavior Reinforcement Motivation
Positive influence with homework	Behavior Reinforcement Motivation
Students understanding material	Goal Motivation
Students get an achievement and a good point	Need Motivation

Based on table 4.5 showed that there are some students' motivation in doing English homework. The data was found from the findings of interviews from the English teacher. To find out more information, the researcher explained their findings as follows.

The teacher explained that students were more enthusiastic and active when doing English homework. The average student got a grade above the KKM (Kriteria Kelulusan Minimal). The teacher claimed that she always gave homework at every meeting. It is a purpose to add value to students during examinations' class. There is a positive influence on the application of the homework routine. The teacher gave English homework with the same material when explained the material in class, students can understand the material when the teacher asked the material in the next meeting. However, grades in each student are different. The teacher always checked the student's homework when in class then gave grades. If there are some students who do not do homework, then the student is not given a grade by the teacher.

According to the results of the parents' interview on student motivation in doing English homework from the

teacher. The researcher did an interview with five parents. There are several characteristics of student motivation in doing English homework. The parent knows of students' motivation when doing homework in learning English. Some students have different characteristics in doing their homework. Each student's characteristics in doing homework will be answered from parents' interview responses can be analyzed to summarize the motivation experienced by students.

The first parent explained her mother considered that homework was important. With the homework, their child can study harder and maximum at home. Her mother explained that her child felt difficult to do math homework. However, the child is able to do English homework well because she likes English lessons. Every day her child is always learning and got English homework from the teacher. If her child is able to do her homework well, then her mother never gave her a gift. But, her mother gave a compliment and support. So, her child is enthusiastic about learning and doing English homework from the teacher. The parent also admitted that they always accompany her child to study and do homework. If there is free time at home, her mother always asked about the material and homework provided by the teacher while at school. If the child has difficulty in learning and doing English homework, she opened the internet to help the difficulties in doing her homework. Her mother claimed that her son always got good grades from the teacher when doing English homework. In this case, the parent always provided support in student learning activities while at home so the child can be motivated in doing English homework.

The second parent explained that the parents claim homework is important because the child can remember the learning they got while at school. The parents already know that their child's weaknesses in English language learning are vocabulary. However, her child prefers to speak because she got a lot of vocabulary. On the other hand, the child likes writing so that he can master speaking and writing in English lessons. The parent said that her child always does homework and never forgot to do it. If the child can do their homework

well, the parent only gave a compliment. The parent also admitted if the child is given a compliment, he felt more valued by their parents and be able to be confident in their child's learning abilities. Parents also always checked and asked about homework and learning during school so the child is controlled in learning. The parent admitted her child always gets above-average scores.

The third parent explained with the homework his child can repeat material at home that has been learned at school. The parent has paid attention to students' activities while studying at home, the child felt difficult to study tenses in English. His father claimed that his son never forgot to do homework from the teacher because he always studied every day. His father explained that his son always got above-average grades. If the child got good grades from the teacher when doing English homework, then the parent gave a compliment so that the child more active in learning. When at home, his father always checked and asked about his homework. His father also admitted that he never forgot to checked and asked the material during learning at school.

The Fourth parent explained that homework is important for the needs of the child as students at home because the responsibility of a student is to do homework from the teacher. However, his child found it difficult to memorize 16 tenses, there were only a few tenses that were easy for the child to understand. The father said that her child likes to learn grammar and understand it well. The child always does homework from the teacher and never forgot to do it. If the child is able to do homework well, his father's child only gave praise. The father admitted that the child has a special teacher at home. This is useful to help her child in the learning process when at home. The father also always checked and asked about the learning process while at school because it will improve discipline and responsibility as a parent to always paid attention to their children. So, the parents also admitted her child always got good grades while at school.

The Fifth parent explained that homework is important to be able to repeat the material obtained when classed. The knowledge must be repeated because it is easy to understand the material at school. With the homework, students can master the material delivered by the teacher. Parents also told that her child always got homework every week and her child never forgot to do homework from the teacher. The parent also said that she did not need to check her child's homework because the child was independent to not always be controlled by the parent. Her mother claimed that her child felt difficulty in doing English homework when memorized vocabulary. However, her child still tried to memorize vocabulary that is useful for practice the process of speaking. The easiest homework to do is when created creativity such as madding, card, and paper. Her child always got good grades after doing English homework from her teacher. The parent claimed that she gave a gift to her child to improve her learning ability.

B. Discussion

This section discusses the findings of data that are compared with several theories related to research questions. In the field, the researcher found that there are various types of motivation in doing homework based on the type of homework applied by the English teacher in answering questions of interview and observation. It is not only the type of homework but also kinds of homework that motivate students to learn English.

1. Teacher Assigned the Homework Routine

Based on the data findings showed that homework can be grouped into three types are practice, preparatory, and extension. These types can be helped by researchers to know information about homework that has been created by the teacher. In the observation checklist to the teacher, the practice as the first type of homework happens to English teachers. In this type, the teacher gives homework with the same material during a class. The teacher also help students to give opportunities to master the material

described in the class. She explained material about giving congratulation and complement. At the end of the class, the English teacher gives homework to students to make a congratulation and complement card individually. For the second type is preparatory, this type happens to the English teacher in answering questions of the interview from the researcher. In the teaching and learning process in a class, she gives homework about the new material. But, before that, the English teacher gives the clue or point about the new material. This type of homework gives an opportunity for students to introduce information and prepare new materials for learning in the next meeting. The last type is about the extension, based on the data finding showed that the English teacher gives homework to students to make congratulation and complementing card. Then, the English teacher asks to be posted in a students' notebook.

These findings are also supported by Arbind Kumar Jha that homework can be grouped into four types are practice, preparatory, extension, and cooperative⁵⁹. He stated that all of the types of homework are exploring students' skills knowledge and the process of students' thinking. It means that students get more knowledge by doing English homework from the teacher.

This study aims to identify homework created by an English teacher. Thesedata findings showed that the process of doing homework, students should be careful in their examination and prepare well. Moreover, many parents take the homework seriously and give them support and push for their children at home. According to Adem Sultan Turanli, homework is important to students' activities⁶⁰. This evidence adds to the consistent findings from the previous study was conducted by Adem Sultan Turanli.

Others finding of this research is also related to previous research related to homework was conducted by Kathy K. Archer

⁵⁹ Arbind Kumar Jha, *"Homework Education A Powerful Tool of Learning"*. Published by Atlantic, New Delhi (page 35).

⁶⁰ Adem Sultan Turanli, *"Students' and Parents' Perception about Homework"*. Erciyes University. (2009).

and Mark Olson⁶¹. In that research, by giving homework to students, students get higher homework scores and more able to understand the subject matter. This research leads to the level of student understanding of the material and students' level scores.

In every homework has different benefits according to the findings in previous research entitled Students 'and Parents' Perception about Homework conducted by Adem Sultan Turanli and Katty K. Archer, entitled Practice, Practice, Practice Do Homework Management System Work, showing that homework assignments have different benefits. In addition, an important difference between the homework assignments is that homework makes students serious in preparing for examinations and makes students increase scores in learning.

2. Kinds of Homework Motivate Students to Learn English

Based on the data finding for the second question, data were collected to answer homework motivate students to learn English. There are some students' motivation in doing homework routine: behavior reinforcement, needs, and goal. This data finding showed that the first motivation is behavior. In this case, the average student wants to get the first ranking when in class, so almost all students want to get good grades from the English teacher. The English teacher gives homework routine, it also aims to add value to students during a class examination. So, students always do English homework from the teacher every week. If there are students who do not finish homework, the English teacher will not give grades to students. In this finding also supported by JereBrophy's book that behavior reinforcement theories are something that can improve persons' behavior in certain performances⁶². For example, students are careful in finishing their homework because they want to get verbal praise or written praise

⁶¹Kathy K. Archer., "*Practice, Practice, Practice Do Homework Management System Work?*". Grand Canyon University, (2018).

⁶² Jere Brophy, "*Motivating Students*..... 2010

from the English teacher. Therefore, almost all students are motivated to do English homework routinely because they want to get good grades from the teacher.

The second motivation is to need theories. In this data findings showed that students who finished their homework should be better understand the material in detail. When the English teacher provides or explained the material in the teaching and learning process, students should review the material in detail at home. So, they have more time to study at home. Based on the data finding from students' answers in the interview, they will study hard when getting homework because they want to gain knowledge in the learning process in class. According to JereBrophy's book, need theories is the motivation that arises in a person's reinforcement behavior pattern⁶³. This motivation explains student's behavior as a response to a perceived need. It can be faced by students through various things such as achievements, affiliation, and power⁶⁴.

The third motivation is goal theories. In the data findings of this type showed that students have motivation in doing homework from the teacher because they want to achieve the goals in learning. In this type of motivation, students want to find success in learning. Almost all students interviewed by the researcher, they want to get first ranking when in a class. It will make their parents proud of their achievement in learning. So, they should study hard to achieve the learning goals they expected goals. This finding is also supported by JereBrophy's book that this theory has a variety of objectives including the primitive or concrete goals through abstract goals, then students have made a commitment to achieve their success in learning⁶⁵.

The previous study related to this research was conducted by AzadehShafaei⁶⁶. This research is about the motivation of ESL/EFL learners to complete homework by examining a sample

⁶³ Jere Brophy, *"Motivating Students"*..... 2010

⁶⁴ Jere Brophy, *"Motivating Students"*.....2010

⁶⁵ Jere Brophy, *"Motivating Students"*.....2010

⁶⁶ Azadeh Shafaei, *"Motivation to Complete Homework: Insights from ESL/EFL Learners in Malaysia"* School of Humanities, Universiti Sains Malaysia (USM)

of 117 learners from an English center in Penang, Malaysia. The findings of the study indicated introjected motivation to be the most important motivation of ESL/EFL learners to complete homework followed by intrinsic motivation and extrinsic motivation. This study found that students in ESF / EFL learners have the motivation to do their homework followed by intrinsic motivation and extrinsic motivation. The motivation showed that most students do their homework because of their internal motivation and goals. This study shows that internal factors have greater impacts on students to do their homework as compared to external factors. It indicates that the strongest motivations to do homework come from students as well as internal drivers rather than external forces.

Other findings related to homework motivation also agree with the findings of the previous study was conducted by Yin Ling Cheung⁶⁷. The study showed that there are students' motivation related to instructor motivation practices, specifically in creating, producing, and maintaining students' motivation, and there are positive encouragements in students' evaluations. Data from this study were obtained based on observations to students. This data shows that more writing instructors provide praise, feedback, and challenging group work for students. This makes students motivated and protected.

⁶⁷Yin Ling Cheung, *"The Effects of Writing Instructors' Motivational Strategies on Students Motivation"*. Nanyang Technological University, Singapore. (2018).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion of this research. Based on the research finding and discussion, the researcher concludes the suggestion related research for the teacher, students, and the next researcher.

A. RESEARCH CONCLUSION

Based on the research finding and discussion which were presented in the research, the researcher concludes the results of the data analysis to answer two main points related to the research questions.

1. Teacher Assigned Homework

Homework routines created by English teachers are categorized into three types of homework. These types are including practice, preparatory, and extension. Most often faced by the English teacher is practice type of homework related to giving students homework with the same material in class. The second type of homework is preparatory that the teacher gives the clue material before giving homework to students. And the last type of homework is the extension, defined as the teacher asking students to make some creativity or their skills in making homework.

2. Kinds of Homework Motivate Students to Learn English

This conclusion is based on research finding about student motivation in doing homework, what kinds of homework motivate students to learn English. In this point, the kinds of homework discussed in the previous chapter. There are four kinds of homework that students motivated to learn English including practice, preparatory, extension, and cooperative. Most often motivated by students is preparatory of homework because there are 80% students who strongly agree and 20% students who agree with the kinds of homework practice.

Students are motivated to do homework because they want to get grades from the teacher, get knowledge, and want to understand the material. There are three types of student motivation in doing homework including behavior reinforcement motivation, need motivation, and goals motivation. Moreover, the English teacher who gives homework to students claimed that there are positive results for students who do homework that is more active and get good grades.

B. SUGGESTION

After concluding the research about homework routines motivate students, the significant of suggestions from the researcher which will be stated as follow.

1. For Teacher

Based on the research result, teachers who assign homework to students must pay attention to students' ability to understand the material when in class, so students will be easier to do homework. Especially for the teacher who will assign a preparatory type of homework can prepare material by doing the strategies stated in the discussion before or during delivering instructions in order for the material easier to understand by students. The most important is the teacher has to support the students and always motivates them to be better. It is better when the teacher also assigns the type of homework about preparatory, extension, and cooperative.

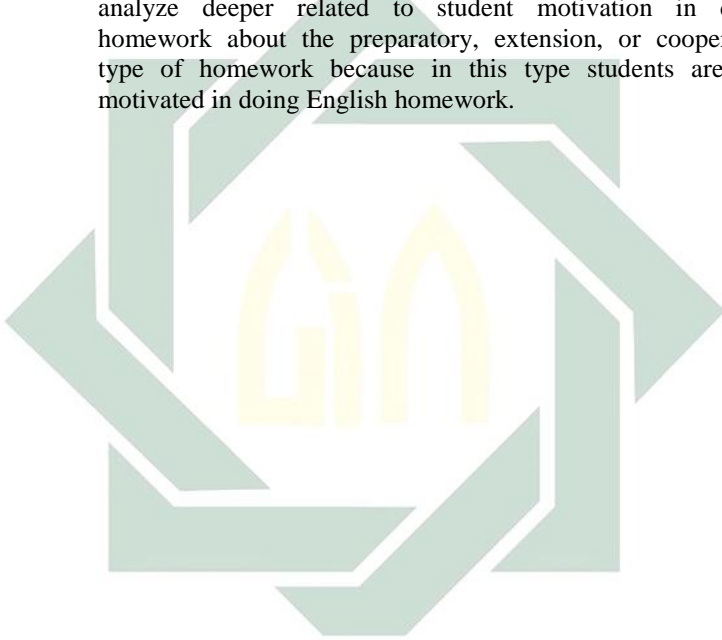
2. For Students

Based on the above findings, almost all students do homework because they want to get good grades from the teacher. It would be better if the students do homework because they as students have an obligation to learn and feeling enjoy doing homework because it is just to check students' understanding. Not getting good grades is normal in learning because it is a process to get the better one. In this case, the students have more time to study. If students enjoy doing

homework, bad grades will not reach their personalities that affect student learning outcomes.

3. For Future Researcher

Based on the results of this study, the researcher has tried to collect and analyze the data. The further researcher who is interested to conduct in doing similar research is suggested to analyze deeper related to student motivation in doing homework about the preparatory, extension, or cooperative type of homework because in this type students are less motivated in doing English homework.



REFERENCES

- Alonso, R. F. (2007). *Students' Achievement and Homework Assignment Strategies*. Spain: University of America.
- Archer, K. K. (2018). *Practice, Practice, Practice Do Homework Management System Work?* Grand anyon University.
- Arikunto, S. (2006). *Prosedur Penelitian*. Jakarta: Rineke Cipta.
- Baker, M. A. (2017). The Effects of an Experimental Approach To Learning on Students' Motivation. *Journal of Agricultural Education*, 167.
- Bikken, R. B. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. USA: Massachusets: Allin and Bacon.
- Biklen, R. B. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. USA: Massachusets: Allin and Bacon.
- Brophy, J. (2010). *Motivating Students To Learn 3rd Edition*. New York and London: Michigan State University.
- Cheung, Y. L. (2016). The Effects of Writing Instructors. *Nanyang Technological University, Singapore*.
- Cooper, H. &. (n.d.). *Homework*. White Plains. NY: Longman.
- Cooper, H. R. (2006). Does Homework Improve Academic Achievement? A Synthesis of Research. *Review of Educational Research*. Vol.43
- Creswell, J. (2012). *Educational Research (4th) edition*. Boston Pearson Education.
- Creswell, J. W. (2014). *Research Design 4rd Edition*. USA: SAGE Publication Inc.
- Drever. (1995). Use of Semi-Structured Collaboration. *Malaysian Journal of ELT Research*, Vol.5.

- Drs. H. Martinis Yamim, M. (n.d.). *Profesionalisasi Guru*.
- Epstein, M. H. (1993). Homework: A Comparison of Teacher's and Parents' Perception of the Problems Experienced by Students Identified as Having Behavioral Disorders, Learning Disabilities, or no Disabilities. *Remedial and Special Education*, 40-50.
- Epstein, M. H. (1993). Strategies for Improving Home-School Communication bout Homework for Students with Disabilities. *The Journal of Special Education*, 76.
- Ford, M. (1992). *Motivating Humans: Goals, Emotions, and Personal Agency Beliefs*. Newbury Park, CA: Sage.
- Frame, D. (1996). Maslow's Hierarchy of Needs Revisited. *Interchange*, 22.
- Gajria, M. S. (1995). Homework Practice of Students with and without Learning Disabilities. *A Comparison Journal of Learning Disabilities*, 296.
- Gardener, R. &. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley Mass: Newbury House.
- Hallam, S. (2004). *Current Findings Homework: The Evidence*. British Educational Research Association of Research Intelligence.
- Hong, E. &. (2000). *Preferred Homework Style and Homework Environment In High Versus Low Achieving*. China: Chinese Students. Educational Psychology.
- Jha, A. K. (2006). *Homework Education A Powerfull Tool of Learning*. New Delhi: Atlantic, Ansari Road, Darya Ganji.
- Julia, L. (2007). Enhancing Students: Engagement and Motivation in Writing: The Case of Primary Students in Hongkong. *Journal of Second Language Writing*, 3-4.
- Kajornboon, A. B. (2005). *Using Interviews as Research Instruments*. Language Institute at Chulalongkorn University.

- Kapalka, G. (2004). *8 Steps to Classroom Management Success A Guide for Teachers of Challenging Students*. The University of Akron, London.
- Kohn, A. (2006). Abusing Research: The Study of Homework and other Examples. *Phi Delta Kappan*, 8.
- Kuhlemeier, H. &. (2007). *The Impact of Computer Use at Home On Students' Internet Skill*. Computers & Education.
- Md Yunus, A. S. (2009). Motivation in the Learning of Mathematics. *European Journal of Social Sciences*, 53.
- Morrison, C. L. (2007). *Research Methods in Education*. Routledge London and New York.
- Murphy, P. K. (2000). *A Motivated Exploration of Motivation Terminology*. Contemporary Educational Psychology.
- Nair, S. M. (2015). Exploring Malaysian Students' Perception of Homework, Time Spent on Homework and How They Do Their Homework. *University Utara Malaysia*.
- Neher, A. (1991). Maslow's Theory of Motivation: A Critique. *Journal of Humanistic Psychology*, 112.
- Patton, J. J. (2001). Homeschool Collaboration About Homework: What Do We Know and What Should We Do? *Reading and Writing Quarterly*, 17.
- Paulu, N. (n.d.). *Helping Your Students with Homework A Guide For Teachers*. Illustrated by Margaret Scott.
- Raco, R. (2010). *Metode Penelitian Kualitatif*. Jakarta: Gramedia Widiasarana Indonesia.
- Rosenberg, M. a. (1960). *Cognitive, Affective, and Behavioral Components of Attitudes*. Yale University: New Haven.
- Shamra, A. (2016). What Students Say About Homework-View From a Secondary School Science in Trinidad and Tobago. *Eric Journal*. Vol.43

Turanli, A. S. (2009). *Students' and Parents' Perception about Homework*". Erciyes University.

Vatterot, C. (2009). *Rethinking Homework: Best Practices that Support Diverse Needs*. USA: Alexandria.

Zinser, W. (1980). *On Writing Well*. New York: Harper and Row .

